

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Test Valley School
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	22.9% (PP = 58.5, Service = 36)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	17 December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	T Wilden, Headteacher
Pupil premium lead	A Page, Deputy Headteacher
Governor lead	D Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67028
Recovery premium funding allocation this academic year	£8483
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£75511

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium grant provides additional funding to support pupils who are registered as eligible for free school meals, looked after or previously looked after children and those from families with parents in the armed forces. It also includes pupils who were eligible for free school meals or registered as a service child at any point in the last six years.

The main purpose of the pupil premium is to support the learning and progress of these pupils in school and to close the attainment gap between these pupils and rest of the pupils in their cohort. The funding (£955 per pupil eligible for free school meals at any point in the last 6 years, £2345 per pupil who is looked after or previously looked after) is not a personal budget for eligible children but is intended to enable the school to undertake initiatives that will address the challenges facing our most vulnerable pupils.

In addition, during the academic year 2021-2022 the recovery premium (£145 per eligible pupil) is also provided in order to address the negative impact of the pandemic on those who are most likely to have fallen behind as a result of an interruption to their learning.

Test Valley School strives to meet the needs of a wide range of disadvantaged pupils who have been identified as vulnerable or at risk of underachieving, not just those eligible for the Pupil Premium grant. Therefore, the support we put in place using this funding may exceed the Pupil Premium grant, as we want to ensure such intervention will have an impact on the progress and achievement of as many pupils as possible at the school.

The strategy has been formulated to meet the six most apparent challenges facing our vulnerable pupils, in order to ensure that the Test Valley Curriculum is accessible to them. These challenges relate to literacy and numeracy skills, self-esteem and the ability to self-regulate, attendance and access to opportunities and learning resources. These challenges have been identified by colleagues in school and through discussions with pupils and their parents or carers. This strategy aims to reduce the impact that these challenges have on our most vulnerable pupils to enable them to catch up with their peers.

The Test Valley Curriculum is designed to:

- Model our vision as a small, rural, high achieving school*
- Be enriching and enjoyable giving pupils an understanding of the world in which they live*

- *Support pupils to acquire the knowledge, understanding and skills they will need to be active citizens throughout their lifetime*
- *Encourage pupils to be lifelong learners acquiring the skills they need for working life*
- *Encourage a high degree of independence and resilience*
- *Be carefully sequenced so that all pupils are supported and challenged*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Low level of literacy skills, including a limited vocabulary, resulting in lower levels of progress in English and other subjects than for other pupils</p> <p>Disadvantaged pupils achieved an average grade of 4.71 in 2021 whereas other pupils achieved an average grade of 5.34, based on all subjects entered.</p> <p>FFT20 estimates are between 0.2 and 0.3 grades lower overall for all subjects for disadvantaged pupils in Years 9-11. However, estimates are between 0.8 and 1.1 grades lower for disadvantaged pupils in Years 7 and 8.</p>
2	<p>Lack of fluency in numeracy resulting in lower levels of progress in Maths than for other pupils</p> <p>Disadvantaged pupils achieved an average Maths grade of 4.25 in 2021 whereas other pupils achieved an average grade of 4.95.</p> <p>FFT20 estimates are between 0.1 and 0.4 grades lower in Maths for disadvantaged pupils in Years 9-11. However, estimates are between 0.8 and 1.1 grades lower for disadvantaged pupils in Years 7 and 8.</p>
3	<p>Attendance levels are below those of other pupils</p> <p>Attendance for disadvantaged pupils in for the year 2019-2020 was 89.97% whereas it was 93.06% for all other pupils</p>

4	<p>Lack of emotional stability and ability to self-regulate. Low self-esteem or aspiration compared to other pupils resulting in lower levels of engagement</p> <p>Our observations suggest many disadvantaged pupils lack self-regulation strategies when faced with challenging situations and learning activities. Many seek emotional support from adults in school in order to function effectively in lessons</p>
5	Lack of suitable a workspace at home or additional learning resources making it challenging for pupils to engage with learning
6	Limited access to extra-curricular activities and other enrichment opportunities resulting in poorer cultural capital amongst pupils

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improvement in level of literacy skills and increased use of accurate and subject-specific vocabulary	<p><i>Disadvantaged pupils achieve at least in line with, or above FFT20 estimates in English Language/ Literature at KS4.</i></p> <p><i>Disadvantaged pupils achieve at least in line with, or above FFT20 estimates in subjects that have a significant literacy element at KS4.</i></p> <p><i>Disadvantaged pupils achieve are at least on track towards their KS3 flightpath in English.</i></p>
Improvement of fluency in numeracy with increased accuracy and confidence in using key numeracy skills	<p><i>Disadvantaged pupils achieve at least in line with, or above FFT20 estimates in Maths at KS4.</i></p> <p><i>Disadvantaged pupils achieve are at least on track towards their KS3 flightpath in English.</i></p>
Improvement in attendance rates for disadvantaged pupils	<p>Attendance matches the school's target for all pupils of 96%</p> <p>Persistent absence rates for disadvantaged pupils are reduced to at least the level of all pupils.</p>
Improvement in level of engagement with all aspects of learning for disadvantaged children	<p>Attendance of disadvantaged pupils matches the school's target for all pupils of 96%</p> <p>The proportion of disadvantaged pupils who are removed to the On Call room is reduced to at least that of all pupils</p>

	<p>The proportion of disadvantaged pupils who are excluded is reduced to at least that of all pupils</p> <p>Parents of disadvantaged pupils attend Parents' Evening and Parents' Information Evenings</p> <p>Post 16 NEET is zero.</p>
<p>Provision of supported workspace in school together with suitable and appropriate learning resources</p>	<p>Disadvantaged pupils engage with the after-school learning support programme</p> <p>Disadvantaged pupils provided with the same learning opportunities, such as tutoring, as all other pupils</p>
<p>Improve access to extra-curricular activities and other enrichment opportunities resulting in improved cultural capital amongst pupils</p>	<p>Disadvantaged pupils attend all extra-curricular opportunities</p> <p>Disadvantaged pupils participate in all additional enrichment activities, both in school and outside</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14473

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school literacy strategy including:</p> <ul style="list-style-type: none"> -CPD to embed “talk for learning” -Create a visible reading culture across the school through use of Accelerated Reader and “Drop Everything and Read” strategy -CPD to embed BUG strategy in all subjects with a written component -Create laminated vocabulary placemats in each subject for use in lessons <p>Improve stock of accessible reading texts for use in English Lessons</p>	<p>Oral Language Interventions (+6 months EEF Toolkit)</p> <p>Reading comprehension strategies (+6 months EEF Toolkit)</p>	<p>1, 5,6</p>
<p>Undertake CPD to:</p> <ul style="list-style-type: none"> -develop opportunities for group work in Maths -improve use of problem solving and “real-life” examples in Maths -develop the use of concrete and pictorial examples to ensure the maths concepts are truly understood <p>Purchase and install “Complete Tutor” for 79 eligible pupils identified by Maths Department as being most in need of catching up with peers</p> <p>Purchase CGP Maths revision workbooks for vulnerable pupils x 95</p>	<p>Collaborative Learning Approaches (+ 5 months EEF Toolkit)</p>	<p>2,5</p>

<p>Provide high-quality learning resources (e.g., text book resources, replacement hardware) for all subject areas as required:</p> <p>Computing – provision of KS4 revision resources</p> <p>Drama – purchase of scripts for KS3 units of work x 10</p> <p>Geography – Boost online textbook for KS 3 and 4 and Geog.1 textbook for KS3</p> <p>History – online textbook for KS4, enrichment texts for KS3/4</p> <p>MFL – online textbooks for KS3 and 4 in both French and German</p> <p>Music – acquisition of new musical instruments for use by vulnerable pupils in lesson (bass guitars and amps)</p> <p>Set of headphones for use by vulnerable pupils in Music lessons</p> <p>Provide revision guides for pupils who have significant gaps in their learning as a result of moving schools</p>	<p>Pupil voice has indicated frustration with lack of text books, up to date resources and use of powerpoint presentations as main source of learning resources.</p>	<p>1,5</p>
<p>Acquire “Under the Influence” awareness kit and UV flashlight for use in PSHE sessions</p>	<p>Significant proportion of vulnerable pupils indicate that they are not happy in school (38%), do not feel emotionally safe (26%) or have experienced mental health or wellbeing issues within the last term (43%)</p>	<p>1,4,5</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10372

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School led tutoring (at least 35 pupils to receive 15 hrs tuition) to target and address low literacy and/or numeracy skills (£2363 from recovery premium, £7087.50 from School Led Tutoring allocation)</i>	Small group tuition (+4 months EEF Toolkit)	1,2
<i>Provision of dedicated homework and revision support in after-school support session (4 hours per week)</i>	Homework (+5 months EEF Toolkit)	1,2,4,5,6
<i>Careers led enrichment programme including workplace visits (e.g., link with Army Cadets, Air Cadets)</i>	Pupil voice indicates low aspiration amongst some disadvantaged pupils	4,6
<i>Provision of enrichment and extra-curricular programme, with key focus on inclusion of disadvantaged pupils)</i>	Social and Emotional Learning (+4 months EEF Toolkit)	4,6
<p><i>Programme to enrich cultural capital:</i></p> <p><i>Subscription to The Brilliant Club to raise aspiration and encourage vulnerable pupils to aspire to attend university</i></p> <p><i>Music lessons with Peripatetic Music Teacher working for Hampshire Music Service</i></p> <p><i>Drama workshop from visiting Drama Company</i></p> <p><i>Participation in Sports Programme delivered by external sports coach and visits to sports events and venues</i></p> <p><i>Provision of Atlases for vulnerable pupils</i></p>	Feedback from colleagues, pupils and parents indicated that vulnerable children has limited cultural capital due to lack of opportunity to engage with enrichment activities in the past	6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £47,129

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of Behaviour Support Manager, with key focus on behaviour for learning of disadvantaged pupils</p>	<p>Behaviour Interventions especially targeted approaches for individual pupils (+4 months EEF Toolkit)</p>	<p>3,4</p>
<p>Provision of Pastoral Support Team to address lack of emotional stability and ability to self-regulate</p> <p>Provision of PP and Service Leads to act as school-wide champions for these pupils</p> <p>Provision of resources for use by the Mental Health lead in support sessions with individual or groups of pupils</p> <p><i>Participation in Art Therapy at the Cornloft for 3 pupils</i></p> <p><i>Working Dog insurance to enable pastoral support team to use Hope (school assistance dog) in support sessions</i></p> <p><i>Funding for Service Club to provide a network of peer support for Service Children</i></p> <p><i>Further Continued Professional Development for Service Pupil Lead</i></p>	<p>Social and Emotional Learning (+4 months EEF Toolkit)</p> <p>Significant proportion of vulnerable pupils indicate that they are not happy in school (38%), do not feel emotionally safe (26%) or have experienced mental health or wellbeing issues within the last term (43%)</p>	<p>4</p>
<p>Improved attendance tracking and more rapid intervention</p> <p>-Addition of "Disadvantaged Pupil Attendance" to all HOY line management meetings</p>	<p>The link between absence and attainment at KS2 and KS4 (DfE report 2015)</p>	<p>3</p>

-Parental phone calls for disadvantaged pupils in danger of becoming PA		
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Total budgeted cost: £71,974

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

However, analysis of 2021 outcomes for disadvantaged pupils shows considerable improvement over time, albeit at a level which is still below outcomes for other pupils.

For example, between 2019 and 2021, average points achieved by disadvantaged pupils increased from 3.25 to 4.71. Similarly, the percentage of all GCSEs achieved at grade 4 or above increased from 43.6% to 89.8% over the same period. The outcomes for disadvantaged pupil at this threshold were higher than for all other pupils.

The percentage of all GCSEs achieved by disadvantaged pupils at grade 5 or above increased from 18.8% to 47.5% over the same period. However, the 2021 outcome was still below that for all other pupils although the gap in achievement between the two groups was significantly reduced.

Attendance for disadvantaged pupils was significantly improved at 90%. Whilst this was still below the level for all other pupils that gap was narrowed to 3%.

Exclusions have been reduced for all pupils including disadvantaged pupils. Half termly exclusion and attendance data is scrutinised by governors and the inclusion of such data in reports to governors has improved monitoring and intervention.

A significant proportion of disadvantaged pupils attended school during lockdown. Throughout this time and for the remainder of the academic year, disadvantaged pupils were prioritised for pastoral support, including regular face-to-face support sessions as well as telephone consultations for those who were not in school.

The attainment of disadvantaged pupils has been tracked and monitored closely with these pupils being a focus of all Pupil Progress Review (PPR) documents and meetings. This group has also featured prominently in the deep dives that have taken place and other monitoring activities.

There has been improved parental engagement as a result of contact made prior to parents' evenings and other events such as Parents Information Evenings.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Service Premium incorporated into the whole school Pupil Premium Strategy. In addition:</p> <p>In order to ensure that Service Children were provided with revision materials we purchased revision guides for all subjects.</p> <p>The Service Children Lead attended training (Little Troopers and Service Children Toolkit) which was funded from the Service premium</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Service Children Lead has been able to draw in and co-ordinate a range of services to support pupils including the Army Welfare Service.</p> <p>In addition, the lines of communication with parents of all Service Children, including pupils new to the school, have been improved resulting in better transition, more supportive parents and improved reputation for the school based on the support given to pupils.</p> <p>As a result of providing revision guides 90% of the Service Children who received revision guides said that they felt well prepared for their final exams, when surveyed.</p>

	67% of Yr 11 pupils met their FFT 20 estimates in at least 5 subjects.
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